2012 High School Exit Follow-up Survey Report

Yukon
Executive Council Office
Bureau of Statistics

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Introduction

The Yukon High School Exit Survey is a multi-year study which was initiated in 2010 by the Department of Education, Government of Yukon. The purpose of the study is to capture information about the high school experiences and post-secondary pursuits of cohorts of individuals who have attended high school in Yukon, and have recently left or graduated. Each cohort is surveyed twice: once in the year following their expected high school graduation date, and a second time two years after the initial survey. The information gathered in the survey is used to inform policy and programming in the Department.

This report details the longitudinal and follow-up survey findings from the first cohort to be initiated into the Survey. This cohort was first surveyed in August and September, 2010 by the Yukon Bureau of Statistics. A follow-up survey was conducted in July and August, 2012.

The initial survey covered:

- Success in high school,
- High school programming,
- Jobs and skills learned in school, and
- Transitioning to post-secondary education and training.

The follow-up survey looked more closely at:

- Current employment status and transition to the work force,
- Educational goals and attainment,
- The transition to post-secondary education and training, and
- The respondents' plans to live, work, and/or attend college in Yukon.

Methodology

The 2010 Survey was a census of all individuals who had attended a high school in Yukon and could potentially have graduated in June, 2009. These individuals were identified from Yukon's high school registration files for the following grades and years: grade 8 students in 2004, grade 9 students in 2005, grade 10 students in 2006, grade 11 students in 2007, and grade 12 students in 2008.

For the 2012 Follow-up Survey, efforts were made to interview all of the people who had participated in the 2010 Survey. Current contact information was not available for many of the individuals in the cohort. There was also some further attrition as not all the participants could be reached, and there were a small number of refusals.

There is not enough information available about the non-participants to allow us to estimate and correct for non-response bias. Accordingly, the results presented in this report are only indicative of the experiences of those individuals who participated in the survey, and they are not representative of the entire cohort.

The field work took place over a 6 week period. For the follow-up survey, each interview took approximately 15 minutes to complete. Interviews were conducted over the phone, and data were entered into a computer-assisted telephone interviewing (CATI) platform. The questionnaire included a number of closed-ended and open-ended questions. The 2012 Follow-up Survey questionnaire is appended to this report (Appendix 1), as is the Field Operations Report (Appendix 2).

After the field work was completed, the dataset was extracted and imported into SAS for coding and analysis. The Bureau of Statistics thematically analyzed and coded the open-ended questions.

Respondent demographics

Out of 232 potential respondents for the follow-up survey, there were 103 completed surveys. Though many potential participants could not be reached by the interviewers, of those who were reached, the refusal rate was very low at 8%.

Of those who participated in the follow-up survey, 50% were male, and 50% were female. Nearly all the respondents (94%) lived in Yukon at the time of the survey. The remainder lived in other parts of Canada.

Seventy-eight percent of the follow-up survey respondents did not self-identify as aboriginal. Sixteen percent said they belonged to a Yukon First Nation, while 7% were either part of another First Nation or were Inuit, Métis or mixed. Meanwhile, 7% of respondents self-identified as a member of a visible minority.

Comparing demographics – 2010 and 2012

Longitudinal studies typically have to deal with the problem of attrition. Attrition can introduce a substantial amount of non-response bias to the results of a survey.

For this study, fewer than half (44%) of the original survey participants completed the follow-up survey. Also, the original 2010 survey participants only represented a fraction of the potential participants, as many potential participants could not be reached or did not wish to participate in the 2010 study.

In order to shed light on some of the types of bias that might have resulted from attrition, we can look for demographic differences between the 2010 and 2012 respondent pools. As it is not entirely clear how these differences might have affected the survey responses, and we have very little information about the individuals who did not participate in the 2010 survey, we have not attempted to negate or compensate for the differences through weighting. Rather, we ask that the readers of this report keep in mind the limitations of the study; the respondents speak only for themselves, and not for the many non-participants.

Comparing 2010 and 2012, the participant pool differed as follows:[1]

Percentage of participants who left high school at some time before completing: 31% of 2010 participants, as compared with 23% of 2012 participants, said they had left high school at some time before graduating. Bias: those who took a break or dropped out from high school were less likely than others to complete the follow-up survey.

Aboriginal identity: In 2010, 35% of the respondents identified as aboriginal (First Nation, Métis or Inuit), and 65% said they were non-aboriginal. In 2012, 27% of the respondents identified as aboriginal, and 73% did not. Bias: aboriginal respondents were somewhat less likely than others to have participated in the follow-up survey.

Educational attainment in 2010: In the initial survey in 2010, 17% of the participants had achieved less than a high school diploma or equivalent. Only 13% of the follow-up survey participants had achieved less than a high school diploma or equivalent in 2010. Bias: respondents who had achieved less than a high school education in 2010 were slightly less likely than others to participate in the follow-up survey.

Gender: In 2010, 47% of the respondents were male, and 53% were female. In 2012, half were male and half were female. This difference was slight and is unlikely to have affected the results.

Results and discussion

This section of the report describes the main findings of the survey. The results are presented question by question as we move through the four broad topics covered by the questionnaire:

- Current employment status and transition to the work force,
- Educational goals and attainment,
- The transition to post-secondary education and training, and
- Questions about the respondents' plans to live, work, and/or attend college in Yukon.

Respondent demographics were used for comparative purposes in the analysis. Wherever the number of respondents was high enough, the data have been broken out by the following sub-groups of respondents:

- Males versus females;
- Those who self-identified as aboriginal, versus those who did not;
- Those who had completed some post-secondary programming as of the summer of 2012, versus those with a high school education or less.

[1] To eliminate any irregularities in individual responses to specific questions, all the demographic information discussed here was collected in 2010. Where gender was not reported by the survey respondent, the missing information was completed using the Department of Education participant information file.

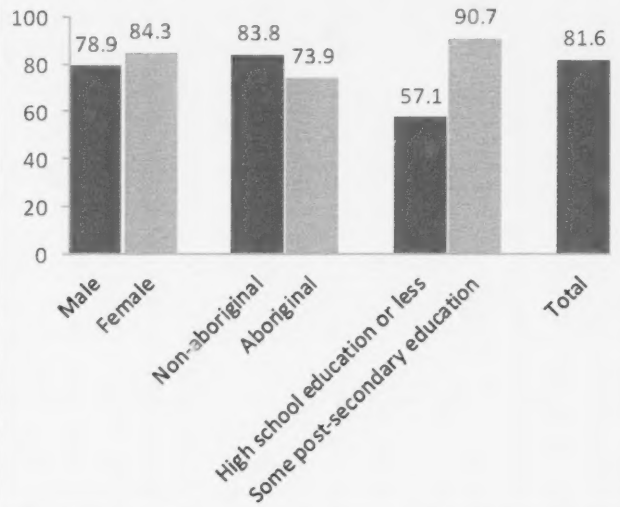
While the body of this report highlights and illustrates the findings from the 2012 High School Exit Follow-up Survey, not all data points can be included in the text of the report. Appendix 3 contains the data tables to support all the figures in this report.

Current employment status

The follow-up survey asked the respondents if they were currently employed, and if not, why not? If currently employed, we asked what type of job they had, using broad categories of employment.

Eighty-four of the 103 respondents to the follow-up survey (82%) were employed at the time of the survey. Those with a high school education or less were substantially less likely to be employed (57%) than those with some post-secondary education (91%). Females and non-aboriginal respondents were slightly more likely than others to be employed. See Figure 1.

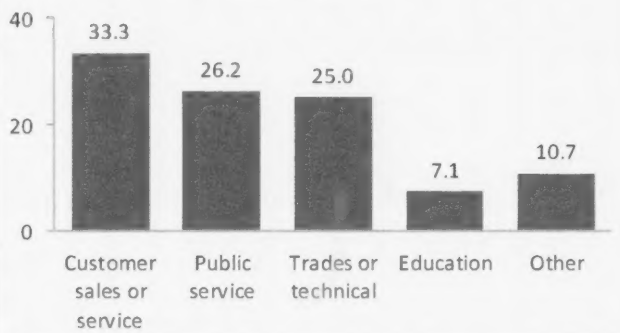
Figure 1.
Percent of respondents who were employed at the time of the survey.



Of the 19 respondents who were not employed, 10 said they were unemployed or between jobs, 5 were stay-at-home parents, and the remainder said they had some other reason for not working.

One third of the employed respondents were working in customer sales or service sector jobs. Approximately a quarter of employed respondents worked in the public service, and another quarter worked in trades or technical positions. The

Figure 2.
Percent of employed respondents within each category of employment. Multiple responses were allowed.

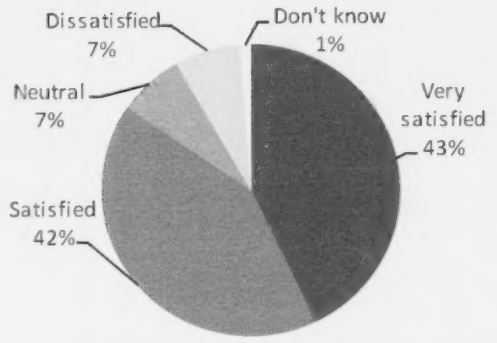


remainder worked in other sectors, such as education, transport or equipment operation, sciences, social sciences, arts, culture, or business. See Figure 2; some categories were combined to meet confidentiality and suppression requirements.

Satisfaction with work, education and training

Most of the respondents who were working at the time of the survey said they were very satisfied or satisfied with the type of work they had. A smaller percentage said they felt neutral or dissatisfied with their work. See Figure 3.

Figure 3.
Satisfaction with type of work.



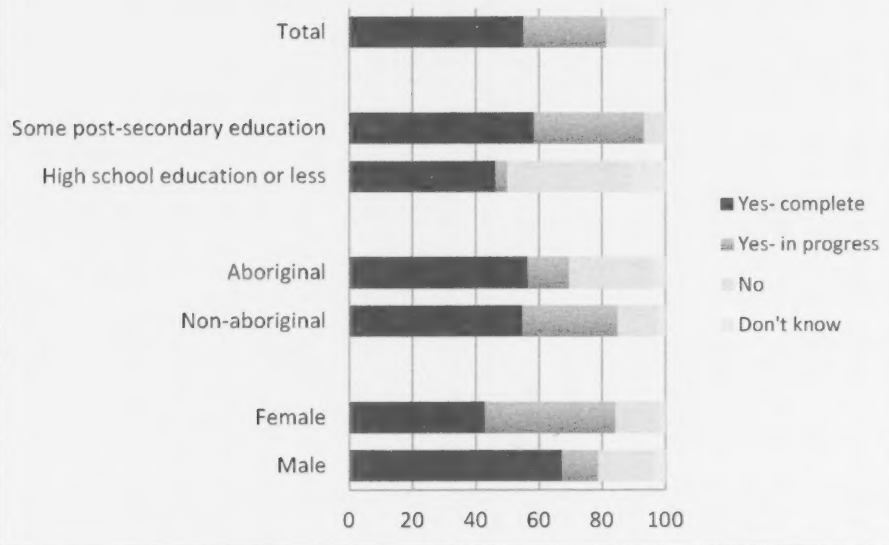
Seventy-five percent of those with a high school education or less said they were satisfied or very satisfied with their type of work, as compared with 87% of those with some post-secondary education. There were only slight differences between males and females, and between aboriginal and non-aboriginal respondents.

We asked the respondents whether they have been able to get the education and training they need to qualify for the kinds of work they want. The majority (55%) said yes, and the training had been completed, while 26% said yes, but the training was still in progress. Sixteen percent said no, and 3% said they didn't know.

Those with a high school education or less were much more likely than others to say no, they have not been able to get the education and training they need. The same was true, but to a lesser degree, for aboriginal respondents.

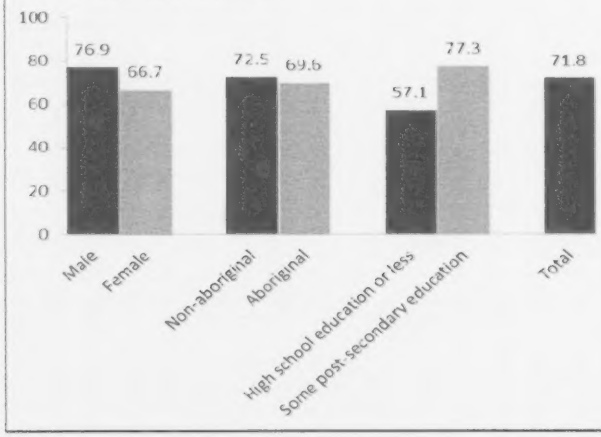
Females were more likely than males, and non-aboriginal respondents were more likely than aboriginal respondents, to say their education or training was in progress. See Figure 4 for details.

Figure 4.
Have you been able to get the education and training you need to qualify for the kinds of work you want? (Percent)



We asked the respondents: in what ways could high school have prepared you better for the job market? Many respondents (44%) said they didn't know, while others answered 'nothing' (17%). Meanwhile, 39% had specific suggestions for how high school could have helped them. Eleven percent of respondents said they would have benefitted from **more course options**. Ten percent said that **better counselling** would have helped, particularly in the area of career planning. Nine percent said they would have liked to have **coursework on resume creation, the job application process, and interviewing for jobs**. Five percent said **work experience opportunities** would have helped them. Eight percent of the respondents mentioned other miscellaneous things, most of which were personal in nature, such as improved attendance or graduating from high school.

Figure 5.
Percent of respondents who said they were satisfied or very satisfied with their high school education in Yukon.



We asked the respondents to rate their satisfaction with the high school education they received in Yukon. They had been asked this same question when they were interviewed in the initial High School Exit Survey in 2010. Their responses in 2012 were quite consistent with their previous responses; 20 went down one step in

their satisfaction rating, and 20 went up one step. The remainder responded the same way they had in 2010.

In 2012, one-fifth of the respondents said they were very satisfied with their high school education in Yukon, and just over half said they were satisfied. Almost 1/4 of the respondents were neutral or said they didn't know, and 5% said they were dissatisfied or very dissatisfied.

The respondents who had a high school education or less were somewhat less likely than others to say they were satisfied or very satisfied with their high school education in Yukon; see Figure 5.

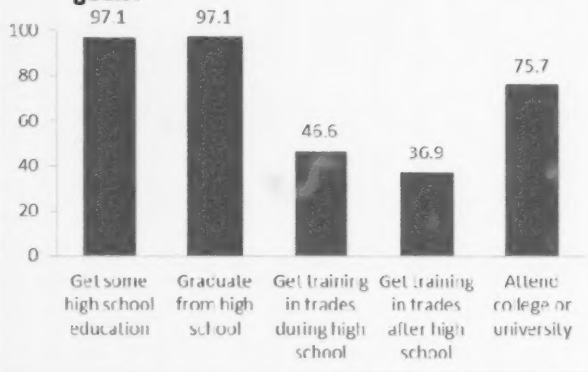
Education and career goals and achievements

We asked the respondents to tell us how important certain achievements were for their education and career goals:

- Getting some high school education,
- Graduating from high school,
- Getting training in trades during high school,
- Getting training in trades after high school,
- And attending college or university.

While a high school education was rated almost universally by the respondents as very important, three-quarters of them said it was very important for them to attend college or university. A smaller proportion of the respondents said they valued training in trades, either during or after high school. See Figure 6.

Figure 6.
Percent of respondents who said the following achievements were very important for their education and career goals.

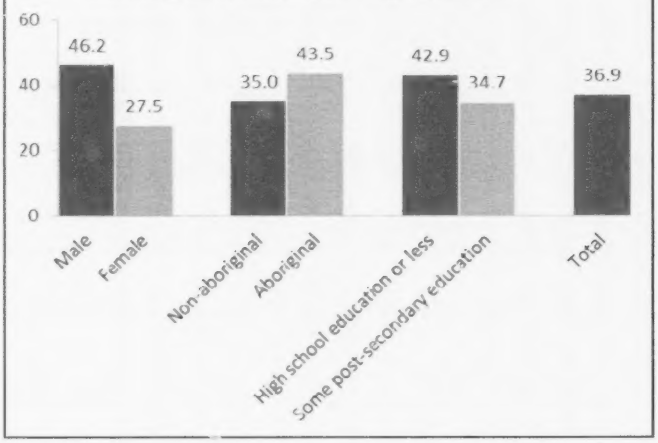


Males, aboriginal people, and respondents who had a high school education or less were most likely to say it was very important for their education and career goals to get training in trades after high school. In contrast, females, aboriginal people, and respondents who had some post-secondary education were most likely to say it was very important for them to attend college or university. See Figures 7 and 8.

Twenty-eight percent of the respondents said they took upgrading or college preparation courses after leaving high school. Most of these (83%) said they did their upgrading at Yukon College; the remainder received it through a high school or another college or institution.

Meanwhile, 27% of the respondents said that as of the day of the interview, they would need high school upgrading before they could attend college or university.

Figure 7.
Percentage of respondents who said it was very important for them to get training in trades after high school.



The respondents had a wide range of educational attainment at the time of the interview. While 27% had a high school education or less, the remainder had at least some post-secondary schooling. Thirty percent had completed at least some college courses, and 35% had attended university. Approximately 8% of the respondents had some trades or technical training. See Figure 9.

Most of the respondents said they expected to complete some form of post-secondary education in their lifetimes. Just over half the respondents said they expected to complete a bachelor's degree, master's degree, PhD or professional degree. See Figure 10.

Figure 8.
Percentage of respondents who said it was very important for them to go to college or university.

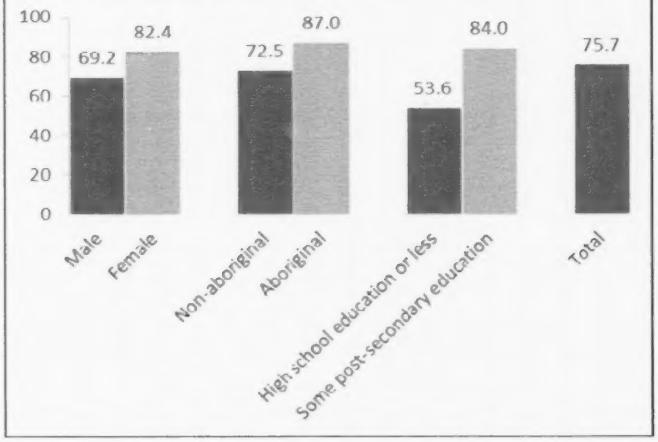


Figure 9.
Highest education completed, to date (percent of respondents)

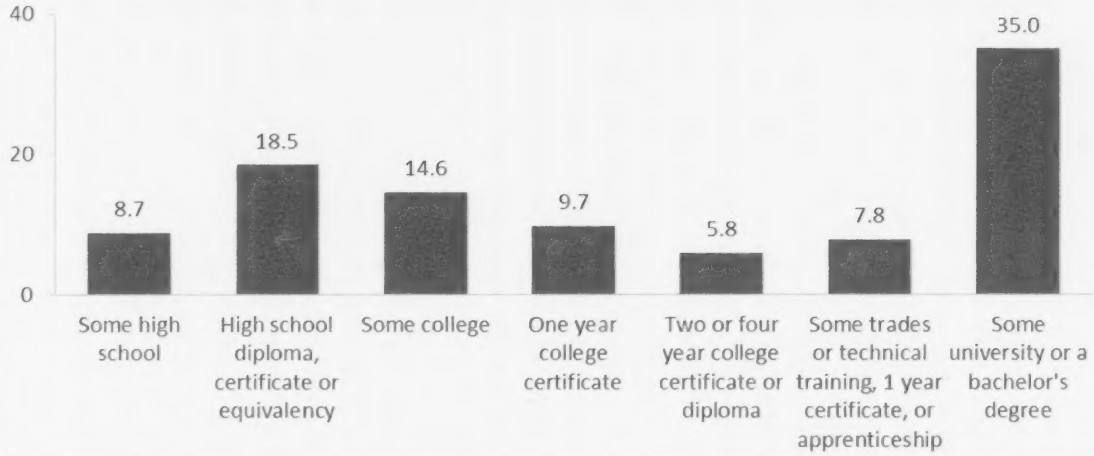
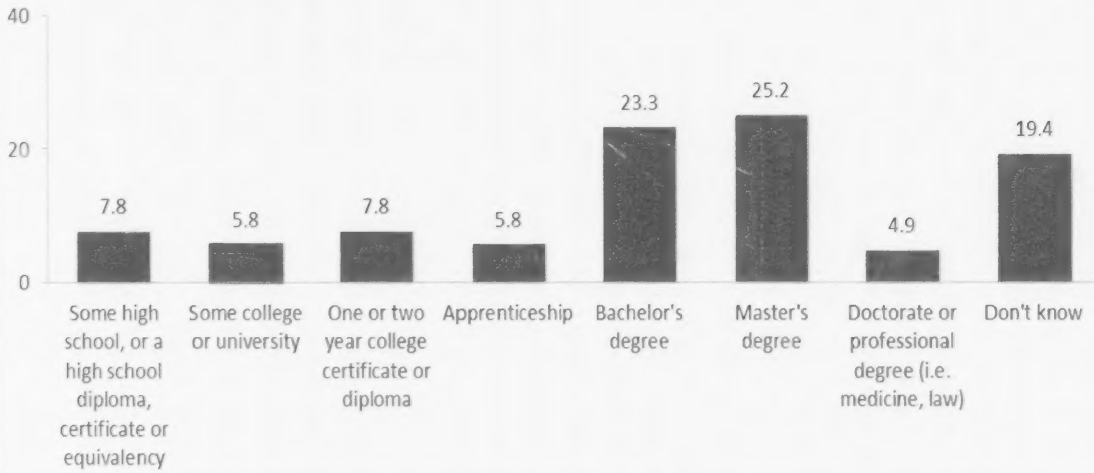


Figure 10.
Highest lifetime educational attainment expected (percent of respondents)

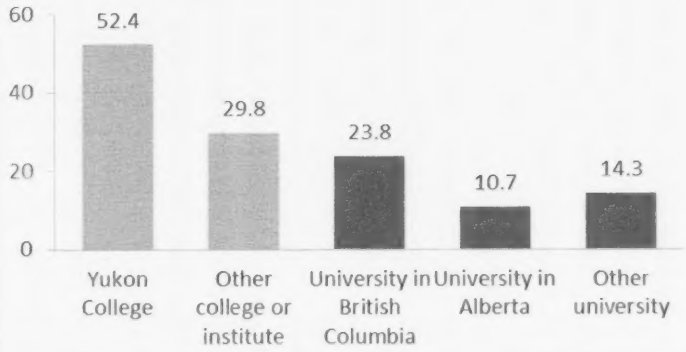


Post-secondary education

Eighty-four of the respondents (82%) specified the colleges or universities that they have attended. In some cases, an individual may have attended 2 or 3 post-secondary institutions.

Yukon College was most widely attended. Those who went to university were most likely to have gone to a school in BC or Alberta. See Figure 11.

Figure 11.
Colleges and universities which the respondents have attended, percent (n=84). Multiple responses were allowed.

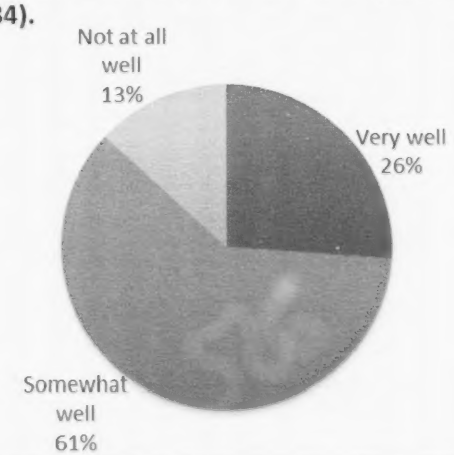


We asked the respondents who had some post-secondary schooling how well they thought high school prepared them for college or university. The majority said 'somewhat well'; see Figure 12.

We followed up by asking in what ways high school could have prepared the respondents better for college or university. Some said 'none' (24%) while others said they didn't know (19%). There were 48 other responses which fell into 4 thematic categories.

A number of respondents gave detailed answers which were later coded into thematic categories. Firstly, 24 respondents said that high school could have **set higher standards**, either in terms of course content or expectations. For instance, some respondents said teachers could have been stricter with grading or deadlines, and they could have given more challenging assignments or more homework. Secondly, 13 respondents said high school could have **offered more courses**, particularly in academic subjects.

Figure 12.
How well did high school prepare you for college or university? Percent of responses (n=84).



Thirdly, 6 respondents said that high school could have **helped students prepare** for college or university by covering topics such as cost of living, which prerequisite courses to take, or even taking high school students to sit in on college classes. Finally, 5 respondents said high school could have helped them with **skills development**: study skills, presentation skills, and school / life balance.

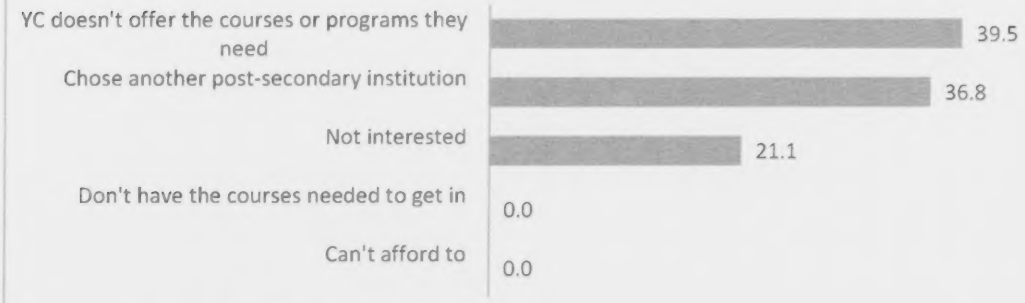
We asked the students who have attended college or university to tell us what their biggest challenges have been. There were 75 responses, which were coded into thematic categories. Twenty-four percent of the 75 respondents said that **time management** was the biggest challenge they faced when attending college or university. Twenty-one percent said their biggest challenges were related to the **workload** or the **academic expectations**. Sixteen percent said it was **living away from home** which challenged them the most. Fifteen percent said their biggest challenges were practical: things like **finances, housing and transportation**. Another fifteen percent said they were challenged by their **lack of certain skills**, such as essay writing or grammar. Finally, 9% said that **large class sizes** were their biggest challenge.

We asked the respondents to confirm if they have ever taken courses at Yukon College; half of the respondents (50%) said they have. Females (55%) were more likely than males (44%) to answer yes to this question. Also, aboriginal respondents (56%) were slightly more likely than non-aboriginal respondents (48%) to say they have taken courses at Yukon College.

We asked whether the respondents planned to take courses at Yukon College in the future, and nearly half (46%) said yes. Males (50%) were more likely to say yes than females (41%). Also, aboriginal respondents (70%) were more likely than non-aboriginal respondents (39%) to say yes. Those with a high school education or less (68%) were much more likely than those who already had some post-secondary education (37%) to say they planned to take courses at Yukon College in the future.

Thirty-eight of the 103 respondents said they did not plan to take courses at Yukon College in the future, and we asked them to tell us why. The interviewers read through a short list of possible options, as well as asking if the respondents had another reason. Multiple responses were allowed. Most often, the respondents said it was because they have chosen another post-secondary institution, or because Yukon College doesn't offer the courses they need. Some said they were not interested, while fewer than 5 respondents said they had some other reason. See Figure 13.

Figure 13.
Percent of respondents who gave each of the following reasons for not planning to take courses at Yukon College (n=38). Multiple responses were allowed.



Immediate plans

We asked the respondents what they planned to be doing in September 2012. They were presented with a list of options, as well an opportunity to say they would be doing something that wasn't on the list.

A slim majority of respondents (56%) said they would be going to college, university, or another post-secondary institution. Many (35%) said they would be working at a paid job. A small number of respondents (5%) said they didn't know what they would be doing. Even smaller numbers said they expected to be looking for work, attending high school, working on an apprenticeship, or travelling; these numbers were too small to report.

Males (46%) were more likely than females (24%) to say they would be working at a paid job in September. Conversely, females (71%) were much more likely than males (42%) to say they would be attending a post-secondary institution.

Aboriginal respondents (44%) were more likely than non-aboriginal respondents (32%) to say they would be working at a paid job in September. Meanwhile, non-aboriginal respondents (59%) were slightly more likely than aboriginal respondents (48%) to say they would be attending a post-secondary institution.

Yukon residency

We asked whether the respondents were living in Yukon at the time of the interview; 94% answered yes. The remainder were living in other parts of Canada; the numbers were too small

to report on separately. Nearly all of those living outside the territory said they planned to eventually return to live in Yukon.

Conclusion

This concludes the discussion of the main findings from the 2012 Yukon High School Exit Follow-up Survey.

For reference, the survey questionnaire is included as Appendix 1. The Operations Report can be found as Appendix 2; it details the field work, operational procedures and response rates. Appendix 3 includes data tables to support all the charts that are included in this report.

Appendix 1. Survey Questionnaire

Yukon High School Exit Follow-up Survey (2012)

Q1. Are you currently employed?

- ◯ Yes → ***Go to Q1.2***
- ◯ No → ***Go to Q1.1*** ----------→
- ◯ Don't Know → ***Go to Q2***
- ◯ Refuse → ***Go to Q2***

Q1.1 Why not?

- ◯ Unemployed/ between jobs
- ◯ Student
- ◯ Stay-at-home parent
- ◯ Personal choice
- ◯ Other: _____

→ ***Go to Q2***

Q1.2 What type of job do you have right now? *(If more than one, check all that apply.)*

- ◯ Customer sales or service
- ◯ Trades or technical
- ◯ Transport or equipment operator
- ◯ Sciences or social sciences
- ◯ Arts or culture
- ◯ Education
- ◯ Public service (such as government services, communications, policy or planning)
- ◯ Business or finance
- ◯ Health services
- ◯ Manufacturing or processing
- ◯ Other _____

Q1.3 How satisfied are you with the type of work you have now?

- ◯ Very satisfied
- ◯ Satisfied
- ◯ Neutral
- ◯ Dissatisfied
- ◯ Very Dissatisfied
- ◯ Don't Know
- ◯ Refuse

Q2. Have you been able to get the education and training you need to qualify for the kinds of work you want?

- ◯ Yes - Completed
- ◯ Yes - In progress
- ◯ No
- ◯ Don't Know
- ◯ Refuse

Q3. In what ways could high school have prepared you better for the job market?

1. _____
2. _____
3. _____

◯ Don't Know ◯ Refuse

Q4. Overall, how would you rate your satisfaction with the education you received in high school in the Yukon?

- ◯ Very satisfied
- ◯ Satisfied
- ◯ Neutral
- ◯ Dissatisfied
- ◯ Very Dissatisfied
- ◯ Don't Know
- ◯ Refuse

Q5. Given your own education and career goals, how <u>important</u> would you say it has been for you. . .

	Very important	Somewhat important	Not important	Don't know	Refuse
To get some high school education	◯	◯	◯	◯	◯
To graduate from high school	◯	◯	◯	◯	◯
To get training in trades during high school	◯	◯	◯	◯	◯
To get training in trades after high school	◯	◯	◯	◯	◯
To attend college or university	◯	◯	◯	◯	◯

Q6. Did you take upgrading or College preparation courses after leaving high school?

- ◯ Yes
- ◯ No → ***Go to Q7***
- ◯ Don't Know → ***Go to Q7***
- ◯ Refuse → ***Go to Q7***

Q6.1 Where did you take your upgrading courses? *(Check all that apply)*

- ◯ Individual Learning Centre
- ◯ Yukon College
- ◯ A high school
- ◯ Another college or institution
- ◯ Don't Know
- ◯ Refuse

Q7. As of today, would you need high school upgrading before you could attend college or university?

- ◯ Yes
- ◯ No
- ◯ Don't Know
- ◯ Refuse

Q8. What is the highest level of education you have completed up to this point in time?

- ◯ Some High School
- ◯ High School diploma or certificate
- ◯ GED (*General Education Diploma*)
- ◯ Some College
- ◯ 1-Year College Certificate
- ◯ 2-Year College Diploma
- ◯ 4-Year College Diploma
- ◯ Some trades or technical training
- ◯ Trades or technical certificate
- ◯ Trades or technical diploma
- ◯ Apprenticeship
- ◯ Some university
- ◯ Bachelor's Degree
- ◯ Master's degree
- ◯ Doctorate
- ◯ Professional degree (medicine, law)
- ◯ Other *(Specify)* _____
- ◯ Don't Know
- ◯ Refuse

Q9. What is the highest level of education you expect to receive in your lifetime?

- ◯ Some High School
- ◯ High School diploma or certificate
- ◯ GED (*General Education Diploma*)
- ◯ Some College
- ◯ 1-Year College Certificate
- ◯ 2-Year College Diploma
- ◯ 4-Year College Diploma
- ◯ Some trades or technical training
- ◯ Trades or technical certificate
- ◯ Trades or technical diploma
- ◯ Apprenticeship
- ◯ Some university
- ◯ Bachelor's Degree
- ◯ Master's degree
- ◯ Doctorate
- ◯ Professional degree (medicine, law)
- ◯ Other *(Specify)* _____
- ◯ Don't Know
- ◯ Refuse

Q10. What college(s) or university(ies) have you attended?

a) Institution name: _____ What program? _____

b) Institution name: _____ What program? _____

c) Institution name: _____ What program? _____

◯ None → ***Go to Q10.4***
◯ Don't know → ***Go to Q10.4***
◯ Refuse → ***Go to Q10.4***

Q10.1 How well do you think high school prepared you for college or university?

◯ Very well
◯ Somewhat well
◯ Not at all well
◯ Don't Know
◯ Refuse

Q10.2 In what ways could high school have prepared you better for college or university?

1. _____
2. _____
3. _____

◯ Don't Know ◯ Refuse

Q10.3 What are the biggest challenges you faced when attending college or university?

1. _____
2. _____
3. _____

◯ Don't Know ◯ Refuse

Q10.4 To confirm, have you ever taken courses at Yukon College?

◯ Yes ◯ Don't Know
◯ No ◯ Refuse

Q10.5 Do you plan to take any courses at Yukon College in the future?

◯ Yes ◯ Don't Know
◯ No ◯ Refuse

SKIP PATTERN: If the answer to <u>both</u> Q10.4 and Q10.5 was 'NO', then proceed to Q10.6. Otherwise, skip to Q11.

Q10.6 Is that because.... *(check all that apply)*

◯ Yukon College doesn't offer the courses or programs that you need?
◯ You aren't interested?
◯ You can't afford to?
◯ You don't have the courses you need to get in?
◯ You have chosen another post-secondary institution?
◯ Or for some other reason? _____
◯ Don't Know
◯ Refuse

Q11. In September 2012, what do you plan to you be doing? (Check all that apply)

◯ Looking for work?
◯ Working at a paid job?
◯ Attending high school?
◯ Working on an apprenticeship?
◯ Going to a college, university or other post-secondary institution? → What institution?

_____

What program?

_____

◯ Volunteering?
◯ Travelling?
◯ Or something else *(Specify)* _____
◯ Nothing
◯ Don't Know
◯ Refuse

Q12. Do you currently live in the Yukon?

- ◯ Yes → ***Go to End***
- ◯ No
- ◯ Don't Know → ***Go to End***
- ◯ Refuse → ***Go to End***

Q12.1 In what province, territory or state and country do you currently live?

Province/ Territory/ State: _____

Country: _____ ◯ Refuse

Q12.2 Do you plan to eventually return to live in the Yukon?

- ◯ Yes → For what reasons? _____
- ◯ No → For what reasons? _____
- ◯ Don't Know
- ◯ Refuse

THANK YOU VERY MUCH FOR YOUR TIME!

Appendix 2. 2012 High School Exit Survey Operations Report

The 2012 High School Exit Survey was conducted by the Yukon Bureau of Statistics on behalf of the Advanced Education Branch of the Yukon Government. This was the third of a multi-year project looking at education experiences and employment outcomes of individuals who attended high school in the Yukon. It included Cohort 3 - Phase 1 and Cohort 1 - Phase 2. Phase 1 is the first year the high school leaver is interviewed and Phase 2 is a follow-up survey conducted in the third year the respondent has been out of high school. The information from these surveys will help give a better understanding of where students go when they leave high school and which aspects of their high school education were satisfactory.

The surveys asks about experiences in high school as well as education and career goals during and after leaving or finishing high school, including any plans for post-secondary studies, apprenticeship and a job.

The data was collected by a telephone survey. The survey sample for Cohort 1 (Phase 2) included all the respondents who completed the High School Exit survey in August 2010.

Four interviewers were trained by the Operations Manager on Monday, July 9st 2012 to administer the surveys. The telephone data collection started on Tuesday, July 10th and continued to Friday, August 3rd, 2012.

Interviewing took place between the following hours:

Monday - Thursday	12:00 p.m. to 8:00 p.m.
Friday	8:30 a.m. to 4:30 p.m.
Saturday	9:00 a.m. to 4:00 p.m.

The survey questionnaire took approximately 15 minutes to complete. The interviewers completed an average of 9 interviews per shift on the Cohort 1, Phase 2 survey.

Operational Breakdown of Survey Results

Cohort 1 – Phase 2

Number of Selected Respondents		232
Invalid Contact Information:		
02	Incorrect phone number	9
03	Non-working number	7
04	Fast busy signal, strange noise, dead silence	1
	Total	17
No contact:		
11	No Contact / No Answer	10
13	Answering machine or service: No message left	39
30	Duplicate form	3
	Total	52
Contact Made - Non-interview		
19	No forwarding phone number	17
20	Information unavailable for duration of survey	30
22	Language Barrier	1
56	Out of scope	1
90	Unusual/special circumstances	1
	Total	50
70	Competed Surveys	103
71	Partial Interview	1
80	Refusals	9
	Refusal Rate:	7.96%

Results by code

Results	Code	Description
9	02	Incorrect phone number
7	03	Non-working number
1	04	Fast busy signal, strange noise, dead silence
0	08	Cell Phone
10	11	No contact / No answer
39	13	Answering machine or service: *No message left*
0	14	Answering machine or service: *Message left*
17	19	No forwarding phone number or address
30	20	Information unavailable for duration of survey
1	22	Language Barrier
0	24	No contact with selected respondent
3	30	Duplicate
1	56	Out of Scope
0	64	Deceased
103	70	Complete
1	71	Partial Interview
9	80	Refusal
1	90	Unusual/Special circumstances
232	Total Sample	

Reason for Out of Scope: *(Code 56)*		Results
Didn't attend high school in the Yukon		1
	Total	1

Reason for Refusals: *(Code 80)*		Results
Doesn't want to participate		2
Not Interested in the survey		6
No reason given		1
	Total	9

Reasons for Unusual/Special Circumstances: *(Code 90)*	Results
Previous school experience	1
Total	1

Appendix 3. Data tables to support the figures

Figure 1.

Percent of respondents who were employed at the time of the survey.

	Number	Percent
Male	41	78.85
Female	43	84.31
Non-aboriginal	67	83.75
Aboriginal	17	73.91
High school education or less	16	57.14
Some post-secondary education	68	90.67
Total	84	81.55

Figure 2.

Employed respondents within each category of employment. Multiple responses were allowed.

	Number	Percent
Customer sales or service	28	33.33
Public service	22	26.19
Trades or technical	21	25.00
Education	6	7.14
Other	9	10.71

Figure 3.

Satisfaction with type of work.

	Number	Percent
Very satisfied	36	42.86
Satisfied	35	41.67
Neutral	6	7.14
Dissatisfied	6	7.14

Figure 4.

Have you been able to get the education and training you need to qualify for the kinds of work you want?

	Yes- complete		Yes- in progress		No	
	Number	Percent	Number	Percent	Number	Percent
Male	35	67.31	6	11.54	9	17.31
Female	22	43.14	21	41.18	7	13.73
Non-aboriginal	44	55	24	30	10	12.5
Aboriginal	13	56.52	<5	s	6	26.09
High school education or less	13	46.43	<5	s	11	39.29
Some post-secondary education	44	58.67	26	34.67	5	6.67
Total	57	55.34	27	26.21	16	15.53

Figure 5.

Respondents who were satisfied or very satisfied with their high school education in Yukon.

	Number	Percent
Male	40	76.92
Female	34	66.67
Non-aboriginal	58	72.5
Aboriginal	16	69.57
High school education or less	16	57.14
Some post-secondary education	58	77.33
Total	74	71.84

Figure 6.

Respondents who said the following achievements were 'very important' for their education and career goals.

	Number	Percent
Get some high school education	100	97.09
Graduate from high school	100	97.09
Get training in trades during high school	48	46.6
Get training in trades after high school	38	36.89
Attend college or university	78	75.73

Figure 7.

Respondents who said it was very important for them to get training in trades after high school.

	Number	Percent
Male	24	46.15
Female	14	27.45
Non-aboriginal	28	35
Aboriginal	10	43.48
High school education or less	12	42.86
Some post-secondary education	26	34.67
Total	38	36.89

Figure 8.

Respondents who said it was very important for them to go to college or university.

	Number	Percent
Male	36	69.23
Female	42	82.35
Non-aboriginal	58	72.5
Aboriginal	20	86.96
High school education or less	15	53.57
Some post-secondary education	63	84
Total	78	75.73

Figure 9.

Highest education completed by the respondents, to date.

	Number	Percent
Some high school	9	8.74
High school diploma, certificate or equivalency	19	18.45
Some college	15	14.56
One year college certificate	10	9.71
Two or four year college certificate or diploma	6	5.82
Some trades or technical training, 1 year certificate, or apprenticeship	8	7.76
Some university or a bachelor's degree	36	34.95

Figure 10.

Highest education expected by the respondents in their lifetimes.

	Number	Percent
Some high school, or a high school diploma, certificate or equivalency	8	7.76
Some college or university	6	5.83
One or two year college certificate or diploma	8	7.77
Apprenticeship	6	5.83
Bachelor's degree	24	23.3
Master's degree	26	25.24
Doctorate or professional degree (i.e. medicine, law)	5	4.85
Don't know	20	19.42

Figure 11.

Colleges and universities which the respondents have attended.

	Number	Percent
Yukon College	44	52.38
Other college or institute	25	29.76
A university in British Columbia	20	23.81
A university in Alberta	9	10.71
Other university	12	14.29

Figure 12.

How well did high school prepare you for college or university?

	Number	Percent
Very well	22	26.19
Somewhat well	51	60.71
Not at all well	11	13.1

Figure 13.

Reasons given by respondents for not planning to take courses at Yukon College in the future (n=38).

	Number	Percent
YC doesn't offer the courses or programs they need	15	39.47
Chose another post-secondary institution	14	36.84
Not interested	8	21.05
Can't afford to	0	0
Don't have the courses needed to get in	0	0
Some other reason	<5	s